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## EDUCATIONAL NEWS AND EDITORIAL COMMENT

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### AN OMISSION

In last month's issue we printed with permission "The Candle of Efficiency in Schoolhouse Planning," copyright 1918 by Frank Irving Cooper. Inadvertently we omitted to state that the Committee on Standardization of School Buildings is appointed by the National Education Association, Department of School Administration.

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### A STEP TOWARD THE NEW NATIONALISM IN EDUCATION

The last week in March saw a most interesting experiment undertaken under the auspices of the National Security League. The experiment was an exchange of educational ideas and sentiment between New York and Chicago. Six distinguished New York men well versed in school affairs visited Chicago and for a week addressed the teachers of this city. At the same time a corresponding representation of Chicago's educational interests performed a like service in New York. The aim was frankly an exchange of ideas affecting the teaching of nationalism and internationalism. And these ideas were lodged in the right place, in the minds of the rank and file of the teachers.

Dr. R. E. McElroy, educational director of the National Security League, has stated the purpose of the exchange, which is only one of many movements looking to national unity and solidity, looking away from indiscriminate state action, in education.

We cannot have provincialism longer in the schools. We have a New York board of education that thinks in the terms of New York and a Chicago board of education that thinks in the terms of Chicago. We take no cognizance of the country outside, and not a city up to this time has taken a step or appropriated a penny to get its education from outside its own city, to try to make it as broad as the nation.

It has become very plain that we cannot act as a nation unless we think as a nation, and that is the object of this movement on the part of the National Security League.

## FRENCH GIRLS IN AMERICAN COLLEGES

The Association of American Colleges announces a plan to bring one hundred French girls to the United States for collegiate education. The secretary of that organization says: "It is the intention of this Association to send annually to French and English universities a number of your men and women and in return to educate as many from these countries. It virtually will be a cultivation of international democracy and means the death of what insidious Germanism remains in the United States."

Letters sent by Dr. Kelly to colleges throughout the land asking if they would give free tuition and board to the one hundred French girls have been answered affirmatively by thirty-five, and many others are expected to acquiesce. Among those which have subscribed to the plan are Northwestern University; James Millikin, Decatur, Illinois; Bryn Mawr, Bryn Mawr, Pennsylvania; Wellesley, Wellesley, Massachusetts; Earlham, Richmond, Indiana; Goucher, Baltimore, Maryland; Smith, Northampton, Massachusetts; Macalester, St. Paul, Minnesota; Wells, Aurora, New York; Mount Holyoke, South Hadley, Massachusetts; and the University of Buffalo.

"A woman soon will be selected," declared Dr. Kelly, "to go to France to choose the one hundred girls, each of whom must speak English. It is expected the government of France will pay the fares and fees of those who are needy."

The cost for each of the girls, it was said, will be \$500 yearly.

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MILITARY TRAINING

Acting Superintendent Straubenmiller, of the New York City schools, reports that military training is being sadly neglected. Only four high schools have an average attendance of 50 per cent of the boys enrolled for the training. Attendance of various schools ranges from 2 to 89 per cent. One report shows that of 10,898 boys enrolled for drill, 4,489 were present, 3,575 absent; the rest may have been wounded or missing. The training is said to be unpopular because it is exclusively close-order drill, including the manual of arms, and because there is no school credit awarded. Quite obviously attendance is not compulsory.

Apparently the sensible suggestion is being advanced that the work be extended to include signaling, setting-up exercises, first aid, sham battles, and the like. The boys might well be allowed to dig trenches

and perform the actual duties of modern war. But the cause for failure and lack of interest goes far deeper. Our boys are not being disciplined. We do not require them to fulfil functions of useful citizens, either for peace or for war. Compulsory attendance at military drill for all able-bodied young men of high-school age—let us have it by all means. And as for school credit—that is beside the point. It may be that the nation needs to cajole her adult citizens, perhaps adults may not care to render service, or to get ready to render service without receiving a *quid pro quo*. Affairs have indeed come to a pretty pass if we are compelled to baby our young men into loyal service. The nation has decided that voluntary service must give way to universal service—this for young men over twenty-one. And yet the schools adopt a half-hearted and ridiculously inadequate training for youth under twenty-one.

Discipline! We may be compelled to sugar-coat their studies for Young America! But alas, if we feel constrained to sugar-coat preparation for war in these days of anxiety!

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#### TEACHERS AND GOVERNMENT WAR JOBS

The necessities of war, opening up thousands of new clerical positions at Washington and elsewhere, have drawn a great many teachers into government service. There is still a strong movement to further this exodus from the teaching profession into government work. *School Home and Education* advises all teachers, both men and women, to try the government examination soon to be held throughout the entire country. The positions will pay from \$1,200 to \$1,500, and offer short hours and annual vacations.

The great lack of elementary-school teachers throughout the country for the coming year raises a serious question as to the advisability of encouraging further loss in teachers until adequate provisions have been made to increase the supply.

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#### NATIONAL NEED FOR MEN TRAINED IN AGRICULTURE

The demand for agricultural teachers in secondary schools, normal schools, and colleges to do extension and research work for the government is so great that the supply cannot possibly meet it. Mr. James, of the University of Illinois, says:

It is the plan of the Department of Agriculture to put at least one man in every one of the 7,000 counties in the United States. Iowa has already placed

an agent in each of her 100 counties. Wisconsin has found men for 54 out of 71 counties. Minnesota, once well provided, lost 50 per cent of her staff through enlistment and calls to county agent positions. Graduates or undergraduates in agriculture with or without training in teaching are in demand for instructional work.

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#### MOTION PICTURES FOR SCHOOL USE

For some time motion pictures have been used in schools for the purpose of illustrating various industries and geographical features. These films were sometimes brought into the schoolroom or observed, under the teacher's direction, at public theaters. At present there is a movement to make use of the better class of motion-picture dramas that are screened in the various theaters in connection with the work in English, romance, and history. Under the title: "Better Films Committee" in *School Home and Education* we find in the list given the following companies and films recommended:

Paramount Film Co.: *Cinderella* (Mary Pickford); *The Little Princess*

American Mutual Film Co.: *Her Country's Call*; *Miss Jackie of the Army*

Metro: *Draft 257* (everyone should see this)

Pathe: *In the Wake of the Huns*; *Glacier National Park*

Vitagraph: *The Light at Dusk* (especially recommended for church use for the adult); *Bobby, the Boy Scout*

Kleine: *Skinner's Dress Suit*

Among the films recommended for use in high schools directly are: *The Tale of Two Cities*, *Silas Marner*, *Oliver Twist*, *Enoch Arden*, *Vicar of Wakefield*, *King Lear*, *A Winter's Tale*, *Quo Vadis* (cut Banquet Scene), *Julius Caesar*.

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#### MICHIGAN'S WEEK OF EDUCATIONAL MEETINGS

During the last week in March more than 2,000 of Michigan's leaders in educational thought commingled and exchanged views and plans at Ann Arbor. Beginning Monday noon the Michigan Association of School Superintendents and Board Members was held, extending over two days and two evenings. The topics considered this year were "Military Training," "Playgrounds and Recreation Activities," "School-house Building," "Vocational Education and the Smith-Hughes act," and a series of reports on investigations made by various superintendents.

Among the latter topics the question of the present and future study of German in the state excited much interest.

Tuesday morning a short-term institute for superintendents, principals, and supervisors began a three-day session. This institute is sponsored jointly by the University and the State Department of Public Instruction. It consists of lectures and conferences. It absorbs with it the first day the meetings of the Superintendents and School Board Association and is merged the third day with the work of the Michigan Schoolmasters' Club. The speakers for the present year were Professor John Dewey, of Columbia University, who dealt with education in its social relations, and Dr. Walter A. Jessup, president of the University of Iowa, whose discussions centered about education as a science.

Simultaneously with the short-term institute for administrative officers a similar institute for teachers of the classics, ancient history, and literature was held. At this institute the chief speakers were Professors C. T. Currelly, of the University of Toronto, G. J. Laing, of the University of Chicago, and J. J. Winter, of the University of Michigan. The leading topics of this institute were: "Recent Discoveries in Egypt," "Roman Religion from the Monuments," and "Ancient Aegean Civilization." An interesting feature also was a Latin play in English—the *Phormio* of Terence.

Thursday the fifty-third annual meeting of the Michigan Schoolmasters' Club convened for a two-day session, and simultaneously the Michigan Academy of Science held its regular annual meeting. In addition to addresses by Professor Dewey and President Jessup, these meetings were featured by lectures by Professor Guy M. Whipple, of the University of Illinois, Mr. H. W. Wells, of Washington, D.C., Dr. Robert Griggs, of Ohio State University, Professor Alexander Smith, of Columbia University, William Wirt, of Gary, Indiana, and others. "Education of Gifted Children" (Whipple), "Our Second Line of Defense" (Wells), "Alaska" (Griggs), "Oddities of Chemistry" (Smith), "The Gary School System" (illustrated by moving pictures) (Wirt), were the leading topics presented.

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#### COMPULSORY FORENSIC TRAINING

Superintendent Vernon L. Mangum of Macomb, Illinois, sends the *School Review* an interesting account of forensic training as conducted in his high school. After commenting on the indifferent success previously attained, Mr. Mangum says:

The weakness in the compulsory forensic training as it had been lay in the method of its administration. The following plan was evolved and is now working splendidly. The students are with scarcely an exception carrying out their part with no objection whatever, as also are the teachers. All the pupils in the six-year high school receive this training.

The 430 pupils are divided into nine literary societies, three in the senior high school and six in the junior. Each senior society has one faculty adviser, each junior society two. The advisers are selected by lot. So also is the membership of the societies, the sexes being equally distributed. Each society, with the advice of the faculty advisers, organizes and elects officers, including a program committee. The program committee, aided by the advisers, plans programs for the entire semester. These programs are duplicated in the office, posted on bulletin boards, and furnished the "forensic teachers." The forensic teachers are those whose daily program includes time for this work. There are four "forensic" periods, as shown on the accompanying schedule of classes.

The forensic teachers divide among themselves the pupils who are assigned to programs, and give the accompanying notice to the pupil. The pupil's English teacher acts as the distributing agent, giving the notice to the pupil when he comes to the English class.

#### FORENSIC CONFERENCE

(To the pupil: Please hand this to your Study Hall Teacher prior to the period named below)

\_\_\_\_\_ 1918

Pupil \_\_\_\_\_

Please confer with me concerning your program work at the \_\_\_\_\_

Period \_\_\_\_\_

(Day of Week and Month)

\_\_\_\_\_ (Forensic Instructor)

Room \_\_\_\_\_

Courtesy of \_\_\_\_\_

(English Instructor)

The forensic teacher not only guides the pupil to good subjects and subject-matter, but also trains in delivery. The rule is that three weeks before his public appearance the pupil must have made acceptable progress in his preparation. One week prior to the program date he must have the material memorized or in such form that the final week may be devoted to drill in delivery. In case a pupil is negligent he is declared delinquent and is not permitted to attend his classes until the forensic teacher sends word to the principal that the delinquency has been removed. In this way pupils are

brought face to face with their neglect in plenty of time to preserve the integrity of the program. Thus everybody is thoroughly prepared when the program date arrives. The following delinquency form is used.

#### FORENSIC DELINQUENCY NOTICE

\_\_\_\_\_ 1918

To the Principal \_\_\_\_\_ is  
delinquent until further notice.

\_\_\_\_\_  
(Forensic Instructor)

Such absences are unexcused absences, and each one earns a recitation mark of failure.

The foregoing plan has now been operating for several months and is in high favor with pupils and teachers. The secret of its marked success as compared with the very partial success of former attempts at compulsory forensic training in the high school lies in the administrative plan outlined above.

#### THE MONOGRAPH ON PRACTICE-TEACHING

Monograph No. VII of the Society of College Teachers of Education contains the report of a committee on practice-teaching appointed in 1915. The rapidity with which collegiate institutions are increasing facilities for apprentice-teaching is indicated by the fact that at least 32 universities and 85 colleges are giving this training in 1917, against 14 in 1907. Many other institutions are planning to institute the work. Of the 117 institutions, 57 are utilizing private high schools affiliated with departments of education, and 60 are co-operating with public high schools. However, the number of perspective teachers actually taking the work at any one time is surprisingly small. The average number of practice-teachers in 90 institutions is 20. As to the value of the training some inkling was gained by Childs, of the University of Indiana. He attempted to communicate with all of the 124 students of that university who have completed the course up to June, 1914. Of 79 replies received, 69 estimated value received as "much"; 8 as "moderate"; and 2 as "little." Reports from high-school principals comparing beginners who had had this training with inexperienced beginners make a decided showing in favor of practice-teaching.

After a careful consideration of widely varying methods of procedure in the several institutions, the committee, asserting that its report is tentative and offered largely to stimulate consideration and discussion,



presents certain resolutions, and recommends that the Society appoint a committee of ten to study the entire problem of training high-school teachers. The recommendations, many of them failing of unanimous support by the committee, are as follows:

#### RECOMMENDATIONS

1. That the term practice-teaching be discarded.

The word practice-teaching carries to the mind of the public the idea that pupils are being practiced upon. This idea is resented by many, and the continued use of the term is likely to stigmatize our work. At least one high-school principal has already refused to permit the word practice-teacher to be used within his school for the reasons here suggested.

2. That the term practical work (instead of practice-teaching) be accepted as the blanket expression to cover all the different stages in the classroom experience of the candidate.

3. That the following terms be construed somewhat as follows:

Practical work, to include observation, experimentation, apprentice work, supervised or directed teaching.

Observation, to define that phase of practical or laboratory work which involves purposeful study, under direction and supervision, of the work of experienced teachers.

Apprentice-teaching, to define a phase of practical work that generally precedes directed teaching, where the student is called upon to serve as an apprentice in performing with the teacher all the duties of the class hour, such as correcting papers, keeping attendance and reports, looking after health standards, making an assignment, teaching a small part of the period, securing control of the class while taking attendance.

Supervised teaching or directed teaching to define actual teaching under direction.

4. *a)* That one hour of practical or laboratory work per day, per semester, be regarded as a desirable unit for credit.

*b)* That this unit of practice should include observation, apprentice work, and directed teaching. Professor Mead suggests that each phase, observation, etc., be credited separately upon the foregoing basis.

*c)* That this experience be divided so as to include work in two high-school subjects, or different years in one subject, rather than to be continued with one subject and one group of pupils for the entire time.

It is considered desirable for teachers in training to become familiar with first-year and with fourth-year pupils, with elementary work in a subject (mathematics, for example), and with advanced work in the same subject.

5. That the giving of demonstration lessons be encouraged wherever possible in order that observation work may be enriched.

6. That a type of practical or laboratory work for teachers of experience be developed differing in nature from that of inexperienced teachers—this work to include:

*a)* Observation of demonstration lessons in order that they may have an opportunity to see the new technique of teaching with materials that meet the present demands of society.

*b)* Solving of problems connected with subject-matter and method.

*c)* Some teaching to try out experiments with subject-matter or method.

*d)* Supervision of the work of inexperienced teachers.

7. That both university-controlled high schools, and the public high school be used wherever possible in the training of student-teachers.

“Own” school (*a*) because conditions can be controlled according to standards desired by the university, (*b*) because demonstration lessons for observation can readily be arranged, (*c*) because experiments with course of study and method can be carried on. In other words, the peculiar function of a university-controlled school is that of demonstration and experimentation. It should not necessarily be a “model” school.

Public high school because conditions are such as student-teacher will have to face in actual teaching.

An “own” school adjusts environment to the student; a public school impels a student to adjust himself to his environment.

8. That supervision of student-teaching be closely controlled by university departments of education in order to insure certain definite prerequisites in the selection of student-teachers, as for example,

*a)* Quantity and quality of work in content subjects.

*b)* Quantity and quality of work in education. Courses in education to include at least educational psychology, general methods, and special method.

*c)* The moral status of the candidate.

*d)* The physical status of the candidate—and, as corollary to the foregoing, the judicious elimination of those who by reasons of health, education, or temperament are unfit for the teaching profession.

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### MISTAKING THE TRUE NATURE OF EXPRESSION

The teaching of oral and of written expression has so far been dominated by two quite erroneous conceptions of the nature of expression itself. Happily the idea which obtained two decades ago is obsolete, namely, that in some way power of expression would follow from verbal glibness in repeating textbook expositions of language elements. That theory is dead; learning by practice has come to stay. But today many of our composition programs are built upon the assumption that practice in expression is a matter of words to be rightly spelled or pronounced, of sentences that are to be grammatically correct, including punctuation,

of paragraphs and whole compositions which are to possess rhetorical excellence. In short, we think of expression, and hence we teach it, as a matter of formal correctness in language details. It seems almost a truism to affirm that ideas, not words, sentences, or paragraphs, are the essential elements of expression. Expression is closely bound up with thinking; it is the flow of thought; it is the act of transferring from mind to mind knowledge, interpretation, or inspiration. An adult writer or speaker in the act of expression is concerned with the order, the fluency, and the effectiveness of his ideas. His attention is to all intents free from the more or less mechanical details of language.

Say that out of a rich and varied contact with life an editorial writer desires to commend or condemn an action of organized labor. He begins by roughly blocking out in his mind or on paper the sequence in which he wishes his leading ideas to appear—a process which we may call “prevision of ideas.” Then, with all his attention focused upon his thought, he dashes off a first draft. The page produced may be, and often is, a strange conglomerate of dots and dashes and abbreviations. Three letters stand for irritatingly long words that would delay his pen. Blanks temporarily take the place of precise words that do not for the moment come. Grammatical irregularities possibly, rhetorical imperfections probably, may appear. But his thought streams ahead impatient of lagging pen or typewriting. This second process may be called “transcription of ideas.” Our editor is content to ignore details for the time being because he has the comfortable assurance that his rough draft is for his own eye alone. He knows that a third process impends, which may be called “revision of ideas.” Pen in hand he goes through his manuscript; this dash is supplied perhaps from a thesaurus; that abbreviation becomes a word; sentence M is decapitated; sentence N is stood on its head; paragraph X is eliminated or turned upside down. Carefully now, deliberately now, the writer weighs every detail, paying to his expression a scrupulous care analogous to that which he pays his person before a dinner party, grooming his ideas, as it were, to appear in good society. One part of the third process deserves special mention. In his revision of ideas a writer has a twofold purpose: first, he recognizes and rearranges primarily for rhetorical effectiveness; secondly, he carefully makes spelling, capitalization, and punctuation conform to accepted standards. Indeed it might be best to consider this last duty a fourth process to be called “proofreading.”

Our present methods of teaching composition lay greatest stress upon the subordinate part of the third process, which we have called

proofreading. We drill and drill in mechanics, with the result that pupils gain but little in accuracy, and at the same time by putting our pupils in mental terror of errors we stifle fluency. A state superintendent of schools in the Middle West commands his teachers never to allow a pupil to write a word he cannot spell. This might pass as a principle of teaching spelling. But teaching spelling, punctuation, grammar, and the like are not teaching expression.

It appears to be high time that teachers distinguish clearly in their own minds between two quite different, if closely allied, processes—expression on the one hand and mechanical accuracy on the other. It is quite possible, desirable, and necessary that composition classes retain much time for intensive drill for mechanical correctness. But sharply apart from these drill periods are to be kept the expression periods, in which stress is to be put upon the versatility, fluency, and effectiveness of ideas. Any writer or speaker, be he adult or high-school pupil, must look upon himself primarily as the servant of an idea. We try to teach expression today by compelling students to be first of all slaves of language mechanics. In other words, we put the cart before the horse in most composition classes.